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| **TITLE:** | Languages Policy | | |
| **RELEVANT TO:** | All students | | |
| **RESPONSIBLE OFFICER:** | Assistant Principal Teaching and Learning | | |
| **DATE INTRODUCED:** | April 2011 | | |
| **TERM:** | 3 years | | |
| **REVIEW DATE:** | April 2013 | | |
| **ENDORSED BY:** | **SMT** | **DATE:** April 2011 |  |

**1. MISSION STATEMENT:**

Kormilda College, from its **Christian foundation** and commitment to **excellence**, seeks to inspire its students to be **life-long learners** who act with **compassion and justice** through their **understanding** of others, and who develop the **wisdom and courage** to shape the future.

**2. CONTEXT:**

The College acknowledges that the learning of a Language and the maintenance of mother tongue languages is an important part of the learning of all students. This is reflected in our Mission statement, and in the philosophy of both the International Baccalaureate Middle Years and Diploma programmes. The Northern Territory Certificate of Education and Training also acknowledges the importance of developing an understanding of others through the Capability of Citizenship. It is through the learning of another language that students develop intercultural understandings and perspectives.

The College hosts a variety of languages within its student population. Our Indigenous students are drawn from all over the Northern Territory and into Western Australia and Queensland. There are over 80 language groups in the Northern Territory and over 40 Indigenous languages that are still spoken. Aboriginal English is recognised in the Northern Territory as a distinct language in its own right. This diversity and the fact that these are oral languages not written languages provide some unique challenges to the College in terms of the maintenance of these mother tongue languages. For these students English is a foreign language and specific programmes have been developed to develop English language skills with these students.

Within our non-Indigenous students there are over 25 languages represented. These are Italian, Greek, Spanish, Indonesian, Thai, Vietnamese, Danish, French, Tamil, German, Swedish, Chinese, Tagalog (Filipino), Bengali, Hungarian, Malayalam (India), Telugu (India), Urdu, Cantonese, Japanese, Burmese, Portuguese, Afrikaans, Sinhalese and Shona (Zimbabwe).

**3. PURPOSE:**

The purpose of this document is to outline how language learning is implemented across the College and to acknowledge that all teachers are in essence teachers of language and communication. This document describes the practices for implementing language learning across our diverse student population. It articulates how the College implements the spirit behind the following statement from the Australian Federation of Modern Language Teachers Associations.

*"Languages education has a place in every Australian school. Every student has the right to learn an additional language at school. Languages are learned best when taught through quality, articulated, cumulative, rigorous programs, by competent, accomplished, qualified language teachers, experienced in local context and curriculum. Our position is that languages should be learned by students through the compulsory years of schooling."*

**4. DEFINITION :**

The Northern Territory Curriculum Framework describes Language learning as giving students the potential to:

• acquire, maintain and extend their knowledge, skills and understanding to

communicate effectively in languages other than English

• develop and extend their awareness, knowledge and understanding of the interrelationship between language and culture

• increase their understanding of, and the ability to analyse, the function and

structure of language

• extend their awareness, knowledge and understanding of Standard Australian

English by comparing other languages

• develop analytical, critical and creative thinking skills applicable to studies in other

learning areas

• access the range of post-school options where languages can be used,

including employment, education, training, travel, leisure, community and family

involvement.

The IB MYP Subject outline describes the aims of Language B as;

The aims of the teaching and study of modern foreign languages are to:

• enable the student to use language(s) effectively as a means of practical communication, providing a sound base of communication skills necessary for future study, work and leisure

• enable the student to understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components

• enable the student to develop an appreciation of a variety of literary and non‑literary texts

• offer insight into the cultural characteristics of the communities where the language(s) is (are) spoken

• encourage an awareness and understanding of the perspectives of people from other cultures

• promote involvement with different communities, where relevant

• provide access to varied sources of information

• foster curiosity, a lifelong interest and enjoyment in language learning.

**5. PRACTICES :**

**LOTE**

Within the Middle School all students in mainstream classes are required to learn a Language other than English. The languages currently offered to students are Indonesian, French and Spanish. Within the Senior School languages are optional in the NTCET and within the IB both Indonesian and French are offered as Language B and Spanish is offered as the ab initio language. All students select a language for study on entry to the College and as part of the subject selection process into the Senior School.

A student is only excluded from the Language programme if documented evidence is provided by the Learning Support team to the Assistant Principal Teaching and Learning that the student has a learning disability to the degree that the learning of a second language is detrimental to their progress and self-esteem. The Head of Languages and current teacher of the student are included in discussion on the withdrawal of a student from the Languages programme.

**Mother Tongue**

All students take English as a subject and this is taught across all year levels although under NTCET guidelines it is not a compulsory subject at Year 12.

Within the National Curriculum English is taught across three strands, Language, Literature and Literacy. It aims to provide students with the opportunity to:

* understand and use Standard Australian English in its spoken and written forms and in combination with other non-linguistic forms of communication
* develop a sense of the capacity of Standard Australian English to evoke feelings, and to organise and convey information and ideas
* use language to inform, persuade, entertain and argue understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal
* texts across a growing range of settings
* develop interest and skill in inquiring into the aesthetic aspects of texts, an informed appreciation of literature, and an understanding of literary criticism, heritage and values
* develop proficiency in the increasingly specialised written and spoken language forms of schooling.

Students participate at each year level in the Australian Council of Educational Research’s test the Potential Achievement Test (PAT). Students complete this test in Comprehension and Spelling. In addition students in Years 7 and 9 undertake the national assessment process National Assessment Programme in Literacy and Numeracy (NAPLAN). Through these diagnostic tests students who are struggling in English literacy are identified and support is put in place for these students. (Refer Special Education Needs Policy)

Indigenous students are supported in the maintenance of their mother tongue in that the speaking of their own language is not discouraged at any point in the school day. The College is currently exploring a variety of opportunities to support the Indigenous students and their languages in more practical ways. As these become formalised they will be added to this policy. Indigenous students are supported in the recognition of their culture through teachers using appropriate elements of the section of the Northern Territory Curriculum Framework document titled Indigenous Languages and Culture Language Maintenance.

Indigenous perspectives and a respect for Indigenous students is taught across the curriculum.

**English as a second language for Indigenous students**

On entry to the College, all Indigenous students are tested for English language proficiency and are placed accordingly. Within the Middle School the main English literacy focus is through the Accelerated Literacy programme. This programme is embedding with the framework of the IB Middle Years Programme. In the Senior School students develop English proficiency through Vocational Education and Training qualifications, either Certificate 1 in Gateway to Education and Training or Certificate II in General Education for Adults. (Refer Indigenous Student Placement Policy)

**6 PROCEDURES**

* Students entering the College select a Language for study, this happens at their initial interview with the registrar.
* Students entering Year 10 are given the choice of Language study as part of the subject selection process.
* Students entering either the NTCET or IB Diploma programme are given the choice of the study of a language through the subject selection process.
* Indigenous students entering the College are tested in English language proficiency and placed accordingly into the programme most suited to their needs.
* All students undertake a screen process at each year level through the PAT testing programme. Students identified in this process as requiring additional English language learning support are supported through the Learning Support Team.